

A COMPARISON OF TWO TARDY POLICIES AND THEIR EFFECTS UPON
THE SAME STUDENT GROUP DURING THE 1980-1981 SCHOOL YEAR

An abstract of a Field Report by
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The problem. Tardiness in a high school can be very disruptive. This field report deals with two different tardy policies. These policies were used on the same group of high school students on different semesters. The basic question asked is whether the second semester policy, which is stricter in regard to penalties and contains more parent communication, can reduce the amount of total school tardies.

Procedure. The procedure used to compare these two policies was the same each semester and tables were used to make the data useful. All the tardies for the first semester were recorded by student, by the class the student was in, and by the total school population. The tardies for the second semester were gathered the same way. All this information was then placed in tables for comparisons. The use of parent communication was also explained in the report.

Each class was compared within each policy and then compared to each other after the results were tabulated. A "t" test was administered to test the null hypothesis: The Mean of Policy A is equal to the Mean of Policy B.

Conclusion. The null hypothesis was rejected since "t" equaled 7.36 and at the .05 level of significance, p equaled 3.182.

Under Policy A, used first semester, the school mean was 9.44 per student. Under Policy B, used the second semester, the school mean was 3.52 per student. This represented a drop in total school tardies of 62.7 percent.

The first period or homeroom period contained the greatest amount of tardies both semesters. The eighth period also changed drastically from poor to good with no explainable reasons.

Recommendations. The following recommendations were suggested:

1. Policy B used during the second semester, 1981, should be retained.
2. Further study as to the reasons why the first period still had a large amount of tardies as compared to the others should be made.
3. The eighth period should be studied to find out why it fluctuated more than any other period with no real explainable reason.
4. Parent communication must be maintained to keep the policy functioning.

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A Field Report
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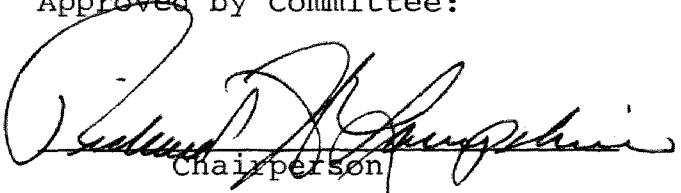
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Approved by Committee:


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Chapter 1

INTRODUCTION

Purpose of Study

The purpose of this study is to examine two separate policies concerning student tardiness to school and to classes during the 1980-1981 school year. The entire high school population will be used both semesters. It is imperative to have some control over student tardiness. Without controls, the following problems could arise:

- A. Interruption of the educational process.
- B. Development of poor habits for future living.
- C. Excessive tardiness due to weak policies.

These three items are important for a solid educational atmosphere to exist. The prime intent of this study is to find out what affects a change in tardy policies at the end of the first semester might have on A, B and/or C above.

Both policies were approved by the Norwalk School Board of Education. The policy used during the first semester will henceforth be referred to as Policy A. The policy used during the second semester will be referred to as Policy B. These policies will be described in detail in

Chapter 3.

The need for some attention to this problem has been one that the high school faculty has been working on with the administration for three years. It was the opinion of the faculty and administration that the total number of tardies each student was experiencing could be reduced if a new policy could be formulated. Since the problem of students arriving late to class did interrupt the educational process, the search for a new policy that might reduce the tardy rate was given top priority.

The following questions were to be answered at the conclusion of the study:

1. Did better communication take place with parents?
2. Was there consistency in application of each policy by the staff?
3. Were some classes of students affected more than others?
4. What was the reaction of parents during communications?
5. What was the rate of tardies under Policy A, Policy B?

The following null hypothesis was tested: There is no significant difference between the mean number of tardies of each group under Policy A and Policy B; m of Policy A = m of Policy B.

District Information

The study was conducted in a district whose population is about 4,900. The district is next to a city, population of 250,000. Its geographic area is forty square miles.

Within the school district there are five school plants. These include three elementary schools, one middle school and one high school. The total district pupil population the year the study was done was 1,733. The district employs 110 certified staff members. There are eighty-one non-certified employees.

This district is one of the few in the state of Iowa that is still showing an increase in enrollment. In 1965 there were about 700 students kindergarten through twelfth grade. During the late 1970s this increase in enrollment slowed as the economy became a national question mark and construction all but stopped.

There is no major industry within the district. Most of its residents are employed in Des Moines, Iowa. The homeowner, therefore, bears the major responsibility for taxes. The community has only voted one bond issue down out of seven since 1965. Their response to educational need has always been positive.

The majority of students in the district are not transported. Of the 1,733 students, 713 are transported. This number has remained static over a five-year period.

The high school in which the study was carried out has had the same superintendent since 1965 but has had five different high school principals during this same period.

The regular school day at the high school starts with a fifteen minute homeroom at 8:15 a.m. All students have five minutes passing time from class to class. They are considered to be tardy if they are not in the classroom when the tardy bell rings. Classes are forty-five minutes in length. There are eight class periods during the school day, the last ending at 3:05 p.m.

The faculty may issue passes to students as needed. These include all passes except a tardy pass. Only the office can issue this pass. This will be explained later in Chapter 3.

The school board at Norwalk High School has always had policies that many would consider to be very strict regarding discipline. The board expects the administration to stand behind teachers when problems arise as long as the policies are followed. Students may receive an "expulsion" notice if sent to the office by a teacher or may receive this notice through the office for unacceptable behavior. The first notice does not require a parental conference. The second notice requires a parental conference. The student may be suspended from school if a third notice is issued. These notices are issued by the principal and all notices are mailed to the parents. Student write-ups and faculty

write-ups are included in these notices. Due process is followed.

Methodology

The basic method of gaining all the information needed was by using the student records. Each student was assigned a number at the beginning of the school year and the tardies kept accordingly. At the conclusion of the first semester all of the tardies were plotted on a form with room left for the second semester results.

Interviews with parents were also used to establish how they felt about the second semester policy. This was done as the semester progressed.

At the conclusion of the school year, all the data were collated and subjected to a statistical analysis at the Dial Computer Center at Drake University. The results of this analysis are reported in Chapters 3 and 4.

Chapter 2

RELATED LITERATURE

This chapter deals with the literature related to tardiness to school. There were no studies found that directly related to the question in this report. Information explaining the importance of parent communication and the school in regard to policies was plentiful.

In 1963 a secondary administration textbook states the following in regard to tardiness:

Tardiness is handled in much the same manner as absences in most schools. The tardy student is required to get permission from the principal or an assistant to be admitted to class. Many schools also establish certain penalties such as loss of assembly privileges or assignment to a retention room after school for tardiness. These rather mild penalties seem to serve adequately except in cases of chronic tardiness, which require more careful attention through counseling and enlisting the aid of the parents.¹

This description closely resembles Policy A in this study. There are a few differences that will be apparent in a later chapter. There were, however, an abundance of tardies using this approach.

¹Lester W. Anderson and Lauren A. Van Dyke, Secondary School Administration (Boston: Houghton Mifflin Company, 1963), p. 461.

No matter what the policy on tardiness was within the district, the interactions between the home and the school had to be considered. Communications with parents when the problem was small or before it even became a problem were essential.

It is impossible to fully understand the schooling process without considering interactions between the school and the community. Communities consist of people whose values, attitudes, and practices have differing impacts on pupils.¹

Parents have the right to know what the policies are at the school and how their child will be affected. This communication process must take place prior to any disciplinary actions. If this is followed, the parent will be more apt to cooperate with the school on whatever the problem is.²

All schools have rules and regulations that are published and each student hopefully has a copy that has been explained in detail to him or her. It does not mean that each student agrees with all the policies, but that they have been informed of them.

Roland S. Barth, in a recent issue of the Phi Delta Kappan, makes some very concrete observations on this subject:

¹George F. Madaus, Peter W. Airasian, and Thomas Kellaghan, School Effectiveness (New York: McGraw Hill Book Co., 1980), p. 15.

²J. Cy Rowell, "The Five Rights of Parents," Phi Delta Kappan, LXII, No. 6 (February, 1981), 441.

Many children have their own ideas about what they will and won't do in school and about when and how they will do it. Occasionally their ideas coincide with those of educators. Often they do not. And year after year national polls find "discipline" to be one of the major concerns of parents. Polls of teachers reach similar conclusions. Parents and teachers agree that order and discipline are the foundation of teaching and learning.¹

This reflects one of the assumptions that Policy B was written on. That assumption being that parents do not want their sons or daughters to develop bad habits for future life.

Barth continues in his article to explain that "discipline in schools does not break down because school people like disorder, but because schools do not have enough ways to say to a child, "If you do that again, _____ will happen."² Enforcement of our rules is a big problem in high schools. Policy B tries to answer the question of _____ will happen. The student is well aware of the consequences and the student is in complete control of the outcome.

Herman Niebuhr suggests that there has been a loss of instruction and learning especially in the areas of roles and values. He quotes Walter Lippmann about the need

¹Roland S. Barth, "Discipline: If You do that Again, _____," Phi Delta Kappan, LXI, No. 6 (February, 1980), 398.

²Ibid.

for personal and social coherence:

They (the American people) have found I submit, that as they are emancipated from established authority they are not successfully equipped to deal with the problems of American society and of their private lives. They are left with the feeling that there is a vacuum where there were the signs and guideposts of an ancestral order, where there used to be ecclesiastical and civil authority, where there was certainty, custom, usage and social status, and a fixed way of life. One of the great phenomena of the human condition in the modern age is the dissolution of the ancestral order, the erosion of established authority; and, having lost the light and the leading, the guidance and support, the discipline that the ancestral order provided, modern men are haunted by a feeling of being lost and adrift, without purpose and meaning in the conduct of their lives.¹

Lippmann is stating that without some structure, people are sometimes at a loss as to what is expected of them. One of the main principles of Policy B is that each student knows the limitations within the policy and knows that there is structure provided and knows how to live within it.

In dealing with the related literature it was clear that the only relevant studies done were those that dealt with philosophy and communication with students and parents. This was one of the key factors in making Policy B work.

Within the planning process of Policy B three steps were basically used and these steps are briefly stated by

¹Herman Niebuhr, Jr., "Teaching and Learning in the Eighties: The Paradigm Shifts," Phi Delta Kappan, LXII, No. 5, (January, 1981), 367.

Saunders:

1. Clear statement of what you expect to achieve.
2. How will it be achieved.
3. Procedures stated and adopted to implement goal.¹

In conclusion, the related material was scarce, however the importance of communication and parent cooperation because of the communication was an important factor in the development of the policy and there are ample references in the literature to substantiate this.

¹Malcolm Saunders, Class Control and Behavior Problems (New York: McGraw Hill Book Co., 1979), p. 76.

Chapter 3

PRESENTATION OF DATA

This chapter will deal with a presentation of data and an explanation of each policy in regard to procedure. Charts and graphs were used to help illustrate the data.

Policy A was used for all high school students during the first semester at Norwalk High School. It reads as follows:

Norwalk High School

Tardy Policy

Students who are consistently late to class and/or study hall will be disciplined under the following guidelines:

1. The initial two tardies to a class or study hall will result in the student receiving a verbal warning concerning his/her lateness to class or study hall.
2. Each additional two tardies to a class or study hall will result in that student receiving one hour detention to be served from 3:10 p.m. until 4:00 p.m. on Tuesday or Thursday. The student will have five school days from the notification by the Principal to serve the detention.
3. Students failing to make up detention will receive a study hall and other areas expulsion notice for each infraction. Students receiving three of these expulsion notices will be suspended from school.

The procedure used with this policy was as follows:

- Step 1. Teachers turned in at the end of each day their attendance sheet which also indicated the names of students that were tardy to their classes and what period the student was tardy.
- Step 2. The attendance secretary took the names off of these sheets and made a master copy for the day. The secretary then gave a copy of this sheet to another secretary to record the tardies onto an individual student record sheet. This was done using a color code so each two tardies were easy to identify on the individual student cards. If the student reached two tardies in any one period, the secretary then filled out a card for the principal's use in talking with the student.
- Step 3. The principal received the cards from the secretary and called the students in for a conference and either gave them a verbal warning (Number 1 in Policy) or assigned the student detention (Number 2 in Policy).
- Step 4. A list was then given to the detention room supervisor of those who would be present each evening. The students who did not stay in the prescribed time were then referred back to the principal for assignment of expulsion notices. Parents were then contacted.

When this policy was formulated there were some basic assumptions made concerning students that were habitually tardy to classes. They were: (1) Students would not want to serve detention time after their regular school day because this was their own personal time and was not worth giving up to be late to class. (2) Students would not want their parents to be contacted telling them that their son/daughter has been late to class and is not serving the assigned detentions and is therefore receiving an expulsion notice. (3) The faculty would be consistent in marking

their daily attendance sheets indicating that students were tardy to their classes.

Some problems did arise using this policy. These were mostly clerical, but affected the entire process. The basic problem was the turn around time between the time the student received the fourth tardy and the time the principal saw the student to assign the detention. The student would frequently argue about the tardies since they could have occurred up to two weeks prior to the conference.

The actual data concerning the tardies will be given by class, by the total population, and in comparison of classes.

In Table 1 notice that the total tardies and the mean for the first and last period are higher than any other period. The freshmen had the least recorded tardies in the fifth period, which is their lunch period.

Table 1

Freshman Class Tardies under Policy A First Semester
for 142 Students

Tardies by Period		Mean by Period per Pupil	
1.	348	1.	2.45
2.	120	2.	.85
3.	103	3.	.72
4.	102	4.	.71
5.	74	5.	.52
6.	72	6.	.51
7.	119	7.	.84
8.	<u>201</u>	8.	<u>1.42</u>
Total Tardies	1139	Class Mean	8.04

The sophomore class tardies under Policy A are listed in Table 2. This class also had the highest portion of their tardies in the first and the last periods. Most of the sophomores had their lunch period during the fifth hour. No explanation of why the lowest number occurred in the sixth hour can be given.

Table 2

Sophomore Class Tardies under Policy A First Semester
for 116 Students

Tardies by Period		Mean by Period per Pupil	
1.	250	1.	2.15
2.	79	2.	.68
3.	69	3.	.59
4.	144	4.	1.24
5.	88	5.	.75
6.	53	6.	.46
7.	117	7.	1.01
8.	<u>185</u>	8.	<u>1.59</u>
Total Tardies	985	Class Mean	8.49

Table 3 shows the tardies for the junior class. Notice that this class had the highest number of tardies and the highest class mean. The greatest frequency number occurred in the first period and interestingly the lowest in the eighth hour. The remainder of the periods were basically similar.

In Table 4 the senior class tardies are listed for Policy A. Their highest number of tardies also are in the

first hour. Like the junior class, the seniors' lowest period for recorded tardies is the eighth period. The remainder of the periods only differ slightly.

Table 3

Junior Class Tardies under Policy A First Semester
for 117 Students

Tardies by Period		Mean by Period per Pupil	
1.	503	1.	4.03
2.	196	2.	1.68
3.	138	3.	1.18
4.	162	4.	1.38
5.	158	5.	1.35
6.	156	6.	1.33
7.	131	7.	1.12
8.	<u>61</u>	8.	<u>.52</u>
Total Tardies	1505	Class Mean	12.86

Table 4

Senior Class Tardies under Policy A First Semester
for 115 Students

Tardies by Period		Mean by Period per Pupil	
1.	343	1.	2.98
2.	113	2.	.98
3.	81	3.	.70
4.	102	4.	.89
5.	109	5.	.95
6.	88	6.	.77
7.	96	7.	.83
8.	<u>68</u>	8.	<u>.59</u>
Total Tardies	1000	Class Mean	8.69

Using Tables 1 through 4, some comparisons can be made at this point. The first comparison is the total tardies that each class had.

Junior Class-----	1505
Freshman Class-----	1139
Senior Class-----	1000
Sophomore Class-----	<u>985</u>
Total	4629

Again, comparing the classes using the means gives a clear picture because the sizes of each class are taken into account. Notice that the junior class far exceeds that of the other classes for a class mean.

Junior Class-----	12.86
Senior Class-----	8.69
Sophomore Class-----	8.49
Freshman Class-----	8.02

The next table shows the total school population's tardies by period and the mean by period (Table 5). The first period exceeds the others in the tardies by a large margin.

The next portion of this chapter deals with the presentation of data for Policy B used during the second semester.

Table 5

Tardies for the Total School Population for Policy A
First Semester 490 Students

Tardies each Period		Mean by Period per Pupil	
1.	1444	1.	2.946
2.	508	2.	1.036
3.	391	3.	.797
4.	510	4.	1.040
5.	429	5.	.875
6.	369	6.	.753
7.	463	7.	.944
8.	515	8.	1.051
Total Tardies	4629	All School Mean	9.44

Norwalk High School

New Tardy Policy

The New Tardy Policy (Policy B)

Students who are consistently late to class and/or study hall will be disciplined under the following guidelines:

- 1st 2 Tardies - A tardy notice will be sent to the parents explaining the nature of the problem, the student will sign this form.
- 2nd 2 Tardies - A second notice of tardiness will be sent to the parents and they will be contacted by phone to explain the problem in detail. The student will sign this form.
- 3rd 2 Tardies - A third notice of tardiness will be sent to parents indicating that their son/daughter is being dropped from the class. (This would be a total of six tardies before a student was dropped from class.)

NOTE: Study Halls - Any student receiving six (6) tardies to any study hall will be suspended for three school days.

Homeroom - Students will receive detention each time two (2) tardies are accumulated to homeroom. The detention must be made up before or after the student's regular school day. The student will have two (2) days from the infraction to make up this detention.

The procedure used with this policy was as follows:

- Step 1. The student was considered to be late to class or tardy if he/she was not in their room when the tardy bell rang. If the instructor required students to be in their seats the students were told the first day the new policy was used.
- Step 2. The tardy student could not gain entry to the classroom until a special tardy pass was issued by the office. The student therefore went to the office.
- Step 3. The student went to the office and told the attendance secretary that he/she was tardy and to what class.
- Step 4. The attendance secretary opens the tardy notebook to the student's name and has the student record the date/class/signature in the appropriate space. While the student is doing this the secretary is making out a tardy pass back to class.
- Step 5. The student returns to the class and presents the pass to the instructor.

When this policy was formulated there were some basic assumptions made concerning students that were habitually tardy to class based on what was learned from the first semester. They were: (1) Students need thirty-six credits to graduate and would not risk losing a credit by being late to class. (2) Students would not want their parents to receive a letter that they had signed indicating that there was a tardy problem at school. (3) Students would not want their parents called on the phone in their presence to indicate that they had four tardies to a class

or study hall. (4) The faculty would not have to record any tardy notations on their daily attendance sheets and student pressure to make sure the faculty members sent the tardy student to the office would be great.

The problems which arose were minor and mainly clerical. Since most of the tardy notation was done by the student in the presence of the attendance secretary, the secretary that was doing the previous recording was no longer needed so the position was eliminated. Those students who tried to argue with the secretary were referred to the principal.

The data concerning the tardies recorded during the second semester under Policy B will be given in the same order as Policy A.

Table 6 shows the freshman class tardies under Policy B for the second semester. Notice that the largest number of tardies occurred in the first period while the remaining periods are fairly similar.

The sophomore class tardies under Policy B for the second semester are listed in Table 7. Like the freshmen, the sophomores also recorded the greatest number of tardies in the first period. The remainder of the periods are similar.

Table 8 shows the junior class tardies for the second semester under Policy B. Notice that the greatest number of tardies still occurred in the first period. It is

also interesting that the junior class lowered their last hour tardies to only five.

Table 6

Freshman Class Tardies under Policy B Second Semester
for 142 Students

Tardies by Period		Mean by Period per Pupil	
1.	148	1.	1.04
2.	45	2.	.31
3.	23	3.	.16
4.	32	4.	.23
5.	41	5.	.29
6.	34	6.	.24
7.	33	7.	.23
8.	34	8.	.24
Total Tardies	390	Class Mean	2.47

Table 7

Sophomore Class Tardies under Policy B Second Semester
for 112 Students

Tardies by Period		Mean by Period per Pupil	
1.	161	1.	1.44
2.	46	2.	.41
3.	34	3.	.30
4.	36	4.	.32
5.	44	5.	.39
6.	25	6.	.22
7.	23	7.	.20
8.	40	8.	.36
Total Tardies	409	Class Mean	3.65

Table 8

Junior Class Tardies under Policy B Second Semester
for 109 Students

Tardies by Period		Mean by Period per Pupil	
1.	248	1.	2.27
2.	58	2.	.53
3.	29	3.	.26
4.	28	4.	.25
5.	36	5.	.33
6.	25	6.	.23
7.	28	7.	.25
8.	5	8.	.04
Total Tardies	457	Class Mean	4.19

The senior class tardies for second semester under Policy B are listed in Table 9. Again, like all three classes, the majority of tardies still occurred in the first period. The rest of the periods are very similar. Twenty-five seniors graduated in January.

All four classes under Policy B showed a remarkable decrease in comparison to Policy A.

Using Tables 6 through 9, some comparisons can be made at this point. The first comparison is the total tardies each class had during the second semester. Notice that the freshman class has the second to the lowest tardy record and has the most students.

Junior Class-----457

Sophomore Class-----409

Freshman Class-----390

Senior Class-----341

Table 9

Senior Class Tardies under Policy B Second Semester
for 90 Students

Tardies by Period		Mean by Period per Pupil	
1.	147	1.	1.63
2.	38	2.	.42
3.	26	3.	.29
4.	23	4.	.26
5.	33	5.	.37
6.	23	6.	.26
7.	29	7.	.32
8.	22	8.	.24
Total Tardies	341	Class Mean	3.79

Again, comparing the means of the four classes gives a clearer picture because the sizes of the classes are taken into account.

Junior Class-----4.19

Senior Class-----3.79

Sophomore Class-----3.65

Freshman Class-----2.47

The next table (Table 10) shows the total school population's tardies by period and the mean by period. Notice that the tardies recorded during the first period under Policy B comprise 44 percent of the total tardies for all eight periods. The 3.52 mean for the school is much

lower than Policy A.

Table 10

Tardies for the Total School Population for Policy B
Second Semester 453 Students

Tardies each Period		Mean by Period per Pupil	
1.	704	1.	1.554
2.	187	2.	.412
3.	112	3.	.247
4.	119	4.	.262
5.	154	5.	.339
6.	107	6.	.236
7.	113	7.	.249
8.	<u>101</u>	8.	<u>.222</u>
Total Tardies	1597	All School Mean	3.52

Table 11 is the first table used to compare the data from Policy A and Policy B. This table shows how each class fared under the different policies. Notice the difference in the junior class from the first semester to the second.

Table 12 shows the comparison of the class tardies using the class means. This is a better picture of the differences because it takes into account the change in enrollment between the semesters.

Table 13 shows the tardies for each policy by period and also shows the differences between Policy A and B. It is interesting to note the difference in tardies in the first period between Policy A and Policy B. Period one

still has the highest percentage of the tardies in each policy.

Table 11

Comparison of Class Tardies from Policy A and B

Class	Policy A	Policy B	Difference
Freshman	1139	390	-749
Sophomore	985	409	-576
Junior	1507	457	-1048
Senior	<u>1000</u>	<u>341</u>	<u>-659</u>
	4629	1579	-3032

Table 12

Comparison of Class Means for Policy A and B

Class	Policy A	Policy B	% Change
Freshman	8.02	2.47	-69%
Sophomore	8.49	3.65	-57%
Junior	12.86	4.19	-67%
Senior	8.69	3.79	-56%

Table 13

Comparison of Tardies by Period Between Policy A
and Policy B

Period	Policy A	Policy B	Difference
1	1444	704	-740
2	508	187	-321
3	391	112	-279
4	510	119	-391
5	429	154	-275
6	369	107	-262
7	463	113	-350
8	515	101	-414

Table 14 shows the period means and the differences between Policy A and Policy B period means. Notice that the period with the least change is the first period. This is also the period that contains the highest amount of recorded tardies in either semester. The percentage decrease shown in the last column is substantial.

The "t" test was selected to measure the significance of the observed differences between the two means. The t-value was found to be 7.36, which was significant at the .05 level. For the rejection of the null hypothesis at the .05 level of value, 3.182 was required. As can easily be observed the calculated value substantially exceeds the value

required. The null hypothesis was therefore rejected.

Table 14

Comparison of the Means by Period Between Policy A
and Policy B

Period	Policy A	Policy B	% Change
1	2.946	1.554	-47%
2	1.036	.412	-60%
3	.797	.247	-69%
4	1.040	.262	-79%
5	.875	.339	-61%
6	.753	.236	-69%
7	.944	.249	-74%
8	<u>1.051</u>	<u>.222</u>	<u>-78%</u>
	9.44	3.52	-62.7%

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Data

It will be easier to summarize the data if each class is taken in sequence. The freshman class reduced their total tardies by 749 or 69 percent, from the first semester under Policy A to second semester under Policy B. This decrease was from an 8.02 mean to a 2.47 mean.

During the first semester the freshmen had the lowest recorded tardies during the fifth period which was their lunch hour. This is understandable since most students, especially freshmen, seem anxious to eat lunch.

During the second semester under Policy B this was not the case. The freshmen recorded the least tardies as a class during the third period with 23.

Under Policy B there were no freshmen who lost a class due to the six tardy rule described in Chapter 3. The most any freshman received to any one class was five. Also there were no freshmen suspended for having tardies to study halls.

The reduction by the freshman class in tardies from first semester to the second semester was dramatic. This

reduction was greater than any other class. A possible explanation might be that as freshmen, the parents seemed more concerned when contacted and may be able to exert more parental control over their behavior.

The freshman class still had its greatest recording of tardies in the first hour both semesters. In accounting for this it should be noted that the penalty for being late to first hour, homeroom, was detention which is less severe than expulsion from a class.

The sophomore class had some of the same results as did the freshman. This class reduced their total tardies 576 or 57 percent, from the first semester under Policy A to second semester under Policy B. This decrease was from an 8.49 mean to a 3.65 mean. While this percentage is lower than the freshman, it still represents a reduction of more than half the tardies.

The majority of sophomores ate their lunch during the fifth period, but unlike the freshmen, they recorded their least tardies during the first semester under Policy A during the sixth period right after lunch. The only explanation could be that they possibly finished all their visiting during this time and just went on to their sixth hour class. No other logical explanation can be given for this number during the first semester.

Under Policy B no sophomores lost any classes due to the six tardy rule and no students were suspended for receiving

six tardies to any study hall. The most tardies any one sophomore received to any one class was four during the second semester.

All conferences that took place with sophomore parents produced a positive atmosphere. The parents seemed to respond to the contact after the phone calls were made.

This class also had their greatest number of recorded tardies in the first hour, or homeroom, both semesters.

The junior class reduced their total tardies by 1048 or 67 percent, from the first semester under Policy A to second semester under Policy B. This decrease was from a 12.86 mean to a 2.47 mean.

The junior class recorded the highest total number of tardies each semester and the highest mean each semester. Their percentage reduction was second to the freshmen, but this was because they had so many to start with. Their 4.19 second semester mean far exceeds all the other classes.

In fairness to the class a very simple explanation can be made. There were nine students in this class that received the maximum number of tardies possible without losing a class. This represented 360 of the second semester junior class tardies under Policy B. Since during the first semester these same students made up their detention as described in Policy A, their totals greatly increased the classes total tardies. Without these students in the junior class, the classes total tardies and second semester

reductions would have been in line with the other classes and would have blended with the total school picture.

In the junior class only one student was taken from a class due to the six tardy rule. It was the feeling of the parent and the counselor that the student used the rule because the student did not like the class. No other students were suspended for tardies to study halls in the junior class under Policy B.

This class like the rest had the greatest amount of recorded tardies in the first period, or homeroom, both semesters. The only reason possible is that the detention was not a deterrent.

The one piece of data that cannot be explained is why the junior class recorded only five tardies for the whole second semester in the eighth hour.

The senior class reduced their total tardies by 659 or 56 percent, from the first semester under Policy A to second semester under Policy B. This decrease was from an 8.69 mean to a 3.79 mean per student.

This class recorded the lowest reduction in percentage of the mean change from first semester to the second. The reduction was still more than half. Possibly because most of the seniors had all the credits and classes needed for graduation, some did not take the whole process seriously. Most of the parents contacted concerning senior tardy problems voiced this factor. The counselors felt

that the 56 percent reduction in second semester seniors was a great accomplishment since they could have made a mockery of the entire process.

No senior lost any classes due to the six tardy to a class rule and no senior was suspended for receiving six tardies to study halls. This was the hardest class to work with parents because most of the parents felt somewhat helpless due to the age of the seniors.

Looking at each period for the entire school population reveals some interesting results. The ranking of periods from those with the most tardies recorded to the least under Policy A is: one, eight, four, two, seven, five, three, six. Second semester under Policy B the same ranking is as follows: one, two, five, four, seven, three, six, eight.

Period one remained the period with the greatest recorded tardies of any period. Periods two, three, four, five, and six, remained fairly close to where they ranked first semester. Period eight, however, went from the second highest in recorded tardies first semester to the least second semester. Table 14 shows a 78 percent decrease in eighth hour tardies for the entire school population. No logical explanation can be given for this drastic change.

The null hypothesis that was stated earlier, the mean of Policy A would be equal to the mean of Policy B, can easily be rejected with the results of the "t" test.

since "t" equalled 7.36 and at three degrees of freedom at the .05 level of significance p equaled 3.182, the difference is more than just a chance difference.

Conclusions

Looking at both policies in regard to district benefits, Policy B stands out as being much better. After one month of operation it was apparent that a two-thirds secretary position could be eliminated. This was a great savings for the high school office budget. An even greater benefit was the reduction of paperwork that was needed to administer Policy B.

The time it took each principal to administer Policy B was much less than Policy A. Since the student was in the office right after the tardy was received and the secretary had the student fill out the appropriate space on a form, the principal was able to concentrate on those problems of a more serious nature.

One of the most positive factors that could not be measured in terms of data was the response by the parents to the change to Policy B. This was noted by conversations that both principals had with parents and the feedback that the school board received.

This cooperation may have been one of the key factors in helping the policy function to the extent that it did. No parent wanted their son or daughter to lose a class

because they had received six tardies to that class. But no parent could excuse their son or daughter for getting themselves into a position that would enable this to happen when they knew the outcome and had plenty of warning before it would happen. Almost every parent that was contacted expressed concern over their student's lack of responsibility concerning being late to class and said that they would gladly speak to them about it.

The fact that this communication process started with the full knowledge of the student and the student was involved in the communication process by signing the letter the parents were to receive played a great part in reducing the tardies under Policy B.

The application by the faculty of both policies was somewhat different. Under Policy A the faculty member was responsible for recording the tardy on an absence sheet each period. Sometimes they admittedly would forget to do this and the student involved would obviously not remind the teacher of their error.

Under Policy B, however, the faculty member really had no choice in the matter. If the student was late to class, he or she had to get a pass from the office to gain admittance back to class. If the faculty member did not require the student to do this, the other students in the class put some pressure on the faculty member whether directly or implied. No faculty member really wanted students

complaining to the office or the counselor that they were being inconsistent. The few times that this did take place, the faculty member was just reminded to be consistent with the policy.

The one class that seemed to be effected the most under the new policy was the freshmen. This was a positive effect in that they reduced their total class tardies the greatest. The biggest reason for this seems to be the amount of pressure the parents put on the student when communication took place. This was the general consensus of the students when they were in the office and asked about their parents and how they were handling the tardy problem. Most of the freshmen expressed a more apprehensive attitude about having their parents contacted than any other class.

The junior class recorded the most tardies each semester and seemed to have the most trouble with the new policy. This was due to the few students in this class that really were having trouble with other policies as well. It should be noted that even the students that under Policy A had numerous tardies, reduced their amount under Policy B as well.

The reduction of tardies under Policy B by the entire student body was a welcome sign. At the start of the semester the Des Moines Register interviewed many Norwalk High School students and asked them how they felt this policy would affect them. Most of the students were fairly

positive in their responses since they really did not know the answer until they tried the policy out. The fact that the paper gave the attention to this policy made the faculty and the students feel that there was some importance to it.

Policy B was responsible in part for reducing the total school tardies in the second semester by 62.7 percent. This was a dramatic reduction that had only positive results with the students and faculty and parents.

Finally, as an administrator, this policy was a fine addition. Whether the policy worked because the penalty was too great or the parents cooperated is really not an issue. It did work and worked better than anyone could have projected.

Recommendations

One question that kept coming up as the study progressed was why the first period or homeroom period had so many tardies in relation to the other periods. It would be necessary to examine this question and find out if the penalty was too lenient or if the fact that the students were not at school yet and the school was not responsible for them yet had any bearing on the problem. Without question, this problem needs further study.

Another problem was the mysterious recording of tardies in the eighth period from the first semester to the second. From second highest to the lowest without any

logical reason poses a mystery that should be investigated. This change took place while the other periods remained essentially the same.

The communication process with the parents is a must and needs to be maintained and applied to other policies where possible. This was an extremely important tool in making this process work. The communication was always viewed as a positive one with the parents and they felt this way during the conversation.

The support from the principal's office to the secretaries during any problems they encountered needs to be maintained. This helped them feel secure in the process of having students sign forms and issue passes. The fact that the secretaries had a part in making out the forms that were to be used and suggest improvements on the process helped them feel that they had a part in working with the policy.

The support from the faculty needs to be continuously encouraged and maintained. Since they had important input into the development of the policy, any possible suggestions for improvement on the policy should be listened to carefully. Without their cooperation, this policy would have been just as ineffective as Policy A.

Finally, and most importantly, Policy B should be retained as the working tardy policy.

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